



IB Diploma Programme

Language Policy

2024-2025

Name of Policy	IB Diploma Programme Language Policy
Reviewed by	IBDP Language Instructors, IBDP Coordinator
Last Reviewed	June 2024
Due for Review	June 2025
Related Documents	<i>La Paz Handbook, Student-Family Handbook</i>

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LANGUAGE PHILOSOPHY

La Paz Community School's mission statement, objectives, and peace practices integrate language learning in its two way dual immersion English and Spanish program. Language learning crosses multiple disciplines and is a key component of every content area. The school's goal is to develop effective communicators, who, as global citizens, appreciate and respect different cultures, identities and languages.

Students learn language best when

- learning is applied in context across multiple disciplines.
- they feel safe to take risks.
- they are supported in their school, home and local community.

La Paz's dual immersion program integrates Spanish and English in a meaningful, authentic way in which language is taught through content in the elementary school when students begin their language development journey. Once the students transition to middle and high school, they participate in English and Spanish programs through an immersion approach. The ultimate goal of these programs is to equip students with the necessary tools to acquire academic proficiency in English and Spanish. Both languages are respectively taught by native or native-like language educators before students start the IB Diploma Programme and during the program. Through a curriculum that promotes academic instruction in English and Spanish, students receive a bilingual and biliterate education.

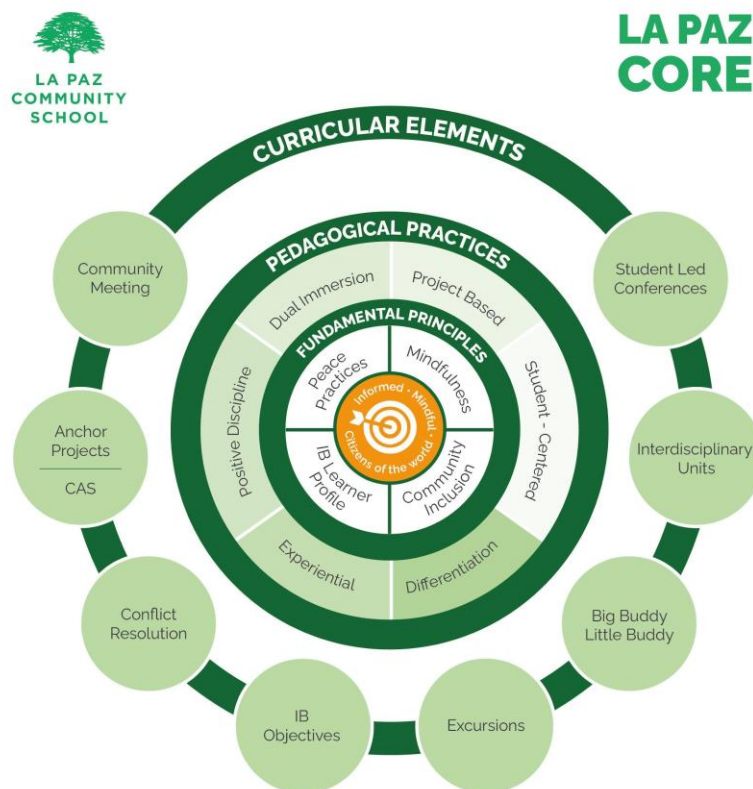
The IB Diploma Programme offers:

- Spanish Language and Literature HL
- English Language and Literature HL, and

- English B or Spanish B depending on the need the cohort has.

The school's goal is for students to be taught a meaningful curriculum through both English and Spanish.

As part of La Paz's core pedagogical practices, dual immersion and language acquisition and learning are integrated into the annual professional development plan conducted at the outset of each school year with the faculty.



SCHOOL LANGUAGE PROFILE

La Paz believes in respect for and inclusion of home languages. However, many La Paz students speak French, Italian, German, Hebrew and other languages

at home. Students have the opportunity to connect to their mother tongue in the following ways:

- during lunch and at recess while interacting with each other
- during class activities or discussions involving cognate words
- during activities or projects where kids can study/connect to other languages
- during group work where students can create a skit or piece of writing in other languages
- during our theme of Origins when we celebrate languages from around the globe

The students have ongoing opportunities for natural language usage and expression, in addition to daily formal Spanish and English instruction time (Spanish and Social Studies). In general, English teachers speak English to students and Spanish teachers speak Spanish to students during class time. Nevertheless, there are occasions when teachers need to revert to Spanish or English to accommodate lower-level language speakers who require this additional support. Students are encouraged to speak in the tuition language of the class; however, teachers are aware that some may lack the means of how to and do not require it to avoid overly stressing students or disengaging them. The school continually encourages students at these levels to look for opportunities outside the classroom to practice and enforce the use of either language they need to strengthen.

SECOND LANGUAGE CURRICULUM AND STRATEGIES

Based on the notion that all teachers are language teachers, La Paz strives to connect language, content, and concepts in all the subjects.

Ways to Implement

- Use of language objectives in every class regardless of subject
- Create a conducive classroom environment.
- Establish daily routines that are conducive to language and content area development.
- Create weekly spaces for students to practice the target language.

Good Practices for Language Development

Teachers can encourage language development through the use of the following strategies:

- Maintain use of the language of instruction when possible. The students are to receive support to use the target language as they advance in the initial phases.
- Front load key content or vocabulary to newcomers before delivering whole group instruction.
- Bilingual pairs that rotate weekly
- Use of a dictionary (paper copy)
- Bilingual thematic vocabulary charts
- Posting inquiry questions and key terms in both English and Spanish
- Give lots of “wait time” and be patient
- “10 to 2”: the teachers make sure to talk no more than ten minutes straight without pausing for two minutes to allow for student processing,

communicating and checking for understanding

Strategies for Engaging Parents in Crafting a Language Profile

- Individualized parent consultations are offered with parents to discuss their child's language profile, strengths, areas for improvement, and personalized strategies for language development based on the child's needs.
- Student-Led Conferences are scheduled at the end of each trimester where parents are able to observe their child's language progress, set language development goals collaboratively, and brainstorm ways for parents to support their child's language learning at home.
- Regular progress updates are sent by teachers to keep parents informed about their child's language progress, including both formal assessments and informal observations, to maintain transparency, encourage parental involvement, and motivate students to continue working.

ADDITIONAL LANGUAGE LEARNING OPPORTUNITIES

Language study is available to students in after school activities and service learning projects. When out in the community for a field study or community project, students are required to interact with the local population in both English and Spanish in an intentional way. These are natural situations where students apply their language skills.

LANGUAGES WITHIN THE IB DIPLOMA PROGRAMME

La Paz Community school offers Spanish A: Language and Literature and English A: Language and Literature at a HL. Students who select the Language A subjects should have a trajectory within the school in order to succeed in the demands of the subjects. In the case of doubt, a placement test will be required

and applied to determine whether the student can take the Language A course. If students have not had at least three prior years of English or Spanish or the placement test does not score as expected, the school offers Language B courses as required and in the language that is needed whether it is Spanish B or English B.

La Paz students are eligible candidates for the IB bilingual diploma if

- they complete two languages selected from the studies in language and literature subject group and obtain a 3 or a higher grade.
- they complete one of the subjects from the individuals and societies or sciences subject groups in a language that is not the same as the candidate's group 1 language and obtain a 3 or a higher grade.

Ministry of Public Education (MEP) Diploma and Languages

The Ministry of Public Education stipulates in Executive Decree No. 40956-MEP that students who successfully take the Diploma Programme are to attain the following in the language subjects:

- Band 3 or higher in Studies of Language and Literature (Spanish)
- Band 2 or higher in Foreign Languages (English)

Bibliography

"Guidelines for developing a school language policy." International Baccalaureate.
April 2008.